

I. SCHOOL / OBSERVATION INFORMATION

Note that all instructions/guidance to the assessor are in **bold letters**.

****Information for this sheet will be entered before the visit****

a.	School Name	
b.	School ID (assigned for this project)	
c.	EMIS	
d.	District/Province	
e.	Date of Visit (May 6 2017 would be 06/05/2017)	/ / Day / Month / Year
f.	Enumerator Name/ID	
g.	Class start time (Observed or teacher report)	: [Use 24-hour time HH:MM]
h.	Observation start time	: [Use 24-hour time HH:MM]
i.	Class end time (Observed or teacher report)	: [Use 24-hour time HH:MM]
j.	Observation end time	: [Use 24-hour time HH:MM]

II. BASIC CLASSROOM INFORMATION

A. QUESTIONS TO ASK TEACHER IN ADVANCE OF OBSERVATION		
1.	Total ECE room/(katchi) enrolment in program	
2.	Total number of children in your class	
3.	Are there children with special needs in the classroom? (Special needs conditions include Autism, Deaf/Mute, Poor Vision/Visually Impaired/Blind, Mentally Impaired, Physical Impaired, or other permanent health conditions that may affect children's learning)	Yes (1)..... No (0)..... Don't know (88)..... If yes, how many?.....
4.	Does your lesson plan and daily timetable cover the following learning areas daily? [Enter number for all that apply] [Ask the teacher for a lesson plan and daily timetable and collect a copy. Or ask teacher if you can copy for yourself if there is no extra copy she/he can give you.]	Language and literacy (1) Basic mathematical concepts (2)..... Creative arts (3)..... Health, hygiene and safety (4) Personal and social development (5)..... The world around us (6) Other (7) If other, list:
5.	Is a curriculum or DSD/QAED manual used? If yes, which? Write in:	Yes (1)..... No (0)..... Don't know (88).....

B. CHILDREN & TEACHERS PRESENT – TO BE COUNTED AT BEGINNING OF OBSERVATION		
6.	Number of boys present [Have all the boys stand and count them]	
7.	Number of girls present [Have all the girls stand and count them]	
8.	Total number of children present [Confirm total matches total boys + girls]	
9.	Number of adults present in the classroom and working with children? [Enter the number of each]	Teachers Assistants Other If other, list role:

III. LEARNING ACTIVITIES

For following items, select the option that best describes the lessons or activities observed for each area.

10.	Learning opportunities to support development of <u>math skills</u> (number sense, time, shapes, colors, sequence, size).	1	2	3	4
	Piloting only: write in the math opportunities, what activities you see	No math activities are observed	Instructor teaches math concepts <u>ONLY</u> by: • Repetitive activities. Examples include: group response to close-ended questions; individual children using a pointer to name numbers; writing or copying numbers	Instructor teaches math concepts by using <u>ONE</u> of the following strategies: • <u>Children</u> have some choice in how to carry out an activity • <u>Children</u> explore and play with concrete objects to learn about target concept • Teacher engages children in discussion, uses open-ended questions • Teacher connects lesson to real-life or every-day experiences	Teacher teaches math concepts by using <u>TWO OR MORE</u> of the following strategies: • <u>Children</u> have some choice in how to carry out an activity • <u>Children</u> explore and play with concrete objects to learn about target concept • Teacher engages children in discussion, uses open-ended questions • Teacher connects lesson to real-life or every-day experiences
11.	Learning opportunities to	1	2	3	4

	support development of literacy skills (letter identification, phonics). Piloting only: write in the literacy opportunities observed:	No literacy activities are observed	Instructor teaches literacy concepts ONLY by: Repetitive activities. Examples include: group response to close-ended questions (such as singing the alphabet, repeating letter sounds); individual children using a pointer to name letters; writing or copying letters	Instructor teaches literacy concepts by using ONE of the following strategies: - Children have some choice in how to carry out an activity - Children explore and play with concrete objects to learn about target concept - Teacher engages children in discussion, uses open-ended questions - Teacher connects lesson to real-life or every-day experiences	Instructor teaches literacy concepts by using TWO OR MORE of the following strategies: - Children have some choice in how to carry out an activity - Children explore and play with concrete objects to learn about target concept - Teacher engages child in discussion, uses open-ended questions - Teacher connects lesson to real-life or every-day experiences
12.	Learning opportunities to develop expressive language skills. These are conversations that take place between the teachers and children throughout the observations. Conversations can occur during lessons, or in between lessons (while transitioning from one activity to another; during free play, etc.). Piloting only: write in the expressive language opportunities observed:	1 Children are never or rarely invited to tell a story, describe events or objects, or answer any questions throughout the entire observation.	2 Instructor encourages expressive language skills ONLY by: Repetitive activities. Examples include: Group response to close-ended questions; individual children using a pointer to repeat words or sentences; individual responses to questions.	3 Instructor encourages expressive language skills by using ONE verbal exchange activity, such as: - Asking children to describe objects (e.g., color, shape, size, function) or pictures; - Encouraging children to tell stories or describe events; "Show and tell" - Telling a story and asking children one or more open-ended questions about the story - Repeating and extending what child says, and including more advanced	4 Instructor encourages expressive language skills using TWO OR MORE verbal exchange activities, such as: - Asking children to describe objects (e.g., color, shape, size, function) or pictures; - Encouraging children to tell stories or describe events; "Show and tell" - Telling a story and asking children one or more open-ended questions about the story - Repeating and extending what child says, and including more advanced

				vocabulary Using story telling or discussion to encourage vocabulary that draws connections to the children's lives and experiences.	vocabulary Using story telling or discussion to encourage vocabulary that draws connections to the children's lives and experiences.
13.	Book reading to support children's listening and speaking skills	1 Instructor: - Does not read book to children OR - Reads a book that is not age-appropriate (i.e., text or school books for older children or adults; religious text for adults; books with no pictures, or books for younger children).	2 Instructor reads to the class: - Without discussion OR - Without any questions about the story.	3 Instructor reads to the class using ONE of the following strategies: - Asks children basic or close-ended questions about what happened in the story - Encourages children to discuss the story through open-ended questions - Talks about vocabulary learned in the book - Connects the story to the children's own experiences or context.	4 Instructor reads to the class using TWO OR MORE of the following strategies: - Asks children basic or close-ended questions about what happened in the story - Encourages children to discuss the story through open-ended questions - Talks about vocabulary learned in the book - Connects the story to the children's own experiences or context.
14.	Learning opportunities to promote fine motor skills Piloting only: circle below and list any additional - Writing - Drawing/painting - Gathering small objects - Ordering small objects - Weaving - Stringing beads - Other:	1 No fine motor activity is observed.	2 Instructor teaches fine motor skills ONLY by using: - Teacher-directed activities focused on product or end result without focus on process, AND - Activities are not developmentally appropriate (that is,	3 Instructor teaches fine motor skills by using: - Developmentally appropriate activities BUT: - Activities are <u>focused on completing the teacher's defined task</u> rather than developing their fine-motor skills. - Activity is focused on <u>product</u> not process.	4 Instructor teaches fine motor skills by using: - Developmentally appropriate activities AND: - Fine motor activities are child-directed and focused on <u>process</u> rather than specific goal. - Activities allow children to explore materials and how

			they are too hard or too easy for <u>most</u> children to understand or to do)	Activities are not child-directed; children do not have choice in what to do or how to engage with the materials.	they can be manipulated in a playful way (for example, children build something using small objects or play games using materials that require fine motor skills).
15.	Learning activities that promote <u>free play or open choice</u> - Explore activity centers in classroom - Self-directed games in small groups - Play can be inside or outside the classroom	1	2	3	4
		No free choice/open play activity is observed.	- Teacher chooses where or how children will play with materials OR - Teacher provides limited choices for activity AND children must play with materials in a prescribed way.	- Children have ONE opportunity to choose their own activity, where and how they play with materials BUT - Teacher does not interact to add to children's play or extend learning	- Children have TWO or more opportunities to choose their own activity and where and how they play with materials AND - Teacher interacts to add to children's play or extend learning.
16.	Learning opportunities that allow children to engage in <u>Music/Movement activities</u> - Singing songs - Acting and role-play - Group-songs all together or in turns - Nursery rhymes	1		2	
		No music/movement activity is observed.		At least one music or movement activity occurred during observation	
17.	Learning opportunities that allow children to engage in <u>gross motor activities</u> - Running - Stretching - Dancing - Ball games - Chasing/tag	1	2	3	4
		No gross motor activity is observed	Less than 10 minutes of gross motor activity is observed or only a few children participate.	Less than 20 minutes of gross motor activity is observed OR less than half of children participate.	Most children engage in at least 20 minutes of gross motor activity

IV. CLASSROOM INTERACTIONS AND APPROACHES TO LEARNING

18.	VERBAL disciplinary strategies	1	2	3	4
		Instructor uses negative verbal interactions (threats, humiliation) with children to control child behavior	Instructor does nothing to control behavior problems; does not discipline when there is disruptive or bad behavior	Instructor: • Redirects children to using more appropriate behavior (for example, “sit down” or “use a quiet voice”) BUT • Is inconsistent with redirection (e.g., only uses with some situations or some children) OR • Is ineffective with redirection (e.g., does not provide appropriate redirection or does not follow-through).	Instructor uses: • Positive techniques for guiding children’s behavior consistently (explains reasons for rules, consistently applies rules) AND • Teacher consistently addresses behavior problems OR • No behavior problems were observed.
19.	Frequency of negative PHYSICAL interactions. Instructor’s use of negative physical interactions with a child(ren) during the observation. <i>Examples include pinching, poking, pushing, or striking</i> Piloting only: List incidences	1	2	3	4
		Frequently (5 or more times)	Sometimes (3-4 times)	Rarely (1-2 times)	Never
20.	Child engagement 20a. Children are engaged throughout the observation. <i>Examples of engagement include paying attention, looking at teacher, focusing on lesson or work, participating in activities.</i> 20b. Children wait 10 or	1	2	3	4
		Few (~25% or less) children are engaged for most of the observation	Some (~50% or less) children are engaged for most of the observation	Most (~75% or less) children are engaged for most of the observation	All or nearly all children are engaged for most of the observation

	more minutes at one time (10 continuous minutes) with no specific activity.	YES	NO		
21.	Groups. <i>Grouping types include:</i>	1	2	3	4
	- whole group (entire class) - small groups (three or more), - pairs (two students) working together. - students working alone Piloting only: Circle above	One grouping type is used throughout the entire observation.	Two grouping types are used during the observation	Three grouping types are used during the observation	All four groupings are formed throughout the observation
22.	Children are supervised (at least one adult is present in room or play area)	1	2	3	4
	Piloting only: list all incidences where children are not supervised, and length of time	Children are left without an adult for more than 10 minutes.	Children are left without an adult 5- 10 minutes	Children are left without an adult for less than 5 minutes	Children are never left alone (without an adult)
23.	Instructor provides some individualized instruction to children	1	2	3	4
		Instructor: Shows NO awareness that some children have different needs and abilities (teacher uses a 'one-size fits all' approach where all children do the same work and receive the same instruction and support, ignores child who struggles, makes no adaptations for children with special needs).	Instructor: Occasionally shows awareness of individual needs of children by checking for understanding of concepts and providing minimal support.	Instructor: - Notices when some children are having difficulty and gives them help (with or without specific requests for help) OR - Notices when some children are not challenged and gives them developmentally appropriate activities or questions to keep them engaged OR - Is inconsistent when offering adaptations.	Instructor: - Notices when some children are having difficulty and gives them help (with or without specific requests for help) AND - Notices when some children are not challenged and gives them developmentally appropriate activities or questions to keep them engaged

V. DIVERSITY AND INCLUSION

24.	Teacher encourages equal participation of boys and girls.	1	2	3	4
		Teacher encourages stereotypic activities (has only boys race or play math game). Or children's level of participation reflects inequality in the teacher's behavior (for example, the boys answer questions much more because the teacher gives them more attention and praise)	Teacher calls upon or interacts with one gender more than another (perhaps because the boys are more active or asking for attention or the girls are better behaved).	Teacher calls upon and interacts with girls and boys equally. There is evidence that some activities and materials (books) are counter-stereotype, but teacher does not explicitly address stereotypic activities.	Teacher encourages active participation of all children, especially those boys or girls who are shy, having difficulties, or overlooked (for example, girls are encouraged to build with blocks). Children are explicitly encouraged to participate in activities which cross gender boundaries, e.g. all engage in gross motor play, block construction and clean up.
25.	Activities and materials raise awareness of ethnic and religious diversity, in a respectful way.	1	2	3	4
		No materials are available concerning different cultures or they are stereotypic. If mentioned, other ethnicities or religious are talked about in negative ways.	No materials are available but no negative materials or discussions take place.	Some materials, such as books and music, are available so children see how different ethnic/religious groups currently live but awareness and acceptance are not taught.	Teacher models respect for different people (by showing how they talk, celebrate) through activities or discussion. Encourages children to be accepting of others.

VI. CLASSROOM ARRANGEMENT, SPACE, AND MATERIALS

		No	Yes
26.	Each child has their own portfolio Piloting only: Describe what children have: Portfolio, notebook, workbook, pencils, etc.		
27.	Teacher tracks children's development on a regular basis (look for books to document children's learning, and ask if you don't		

	see one)		
28.	Classroom space is enough for all attending children to do all indoor activities.		
29.	All children have a seat and access to a writing surface that are appropriately sized for pre-primary-aged children		
30.	Children access materials that are organized into learning corners (for example, book area, fantasy play, discovery area, educational toys, blocks, art area)		
31.	School yard or designated indoor gross motor area has adequate space for play and some equipment for gross motor activities (for example swings, slides, balls)		

Do <u>any</u> children engage with <u>any</u> of the following materials? <i>(The list of materials for each type are examples only. Any materials used for the activity, regardless of whether listed here, or whether purchased/made/found, can be counted.)</i>		No materials present	Materials present but children do not use	Children use
32.	Writing utensils (<i>pencils, pens, crayons, chalk</i>) List:			
33.	Art (<i>Paper, crayons, markers, chalk, pencils, paints, clay, sand, scissors, tape, glue, stamps, sticks, grasses, natural materials</i>) List:			
34.	Fantasy Play (<i>Dolls, stuffed animals, dress up clothes, masks, pretend food, pots and spoons</i>) List:			
35.	Blocks (<i>wooden or plastic blocks, interlocking pieces</i>) List:			
36.	Educational Toys or Math Materials (<i>bottle caps, dice, water, beads, rocks, abacus, materials used for counting or sorting, puzzles, games</i>) List:			
37.	Science and Nature (<i>natural objects, plants, animals, magnifying glasses, scales</i>)			

	List:			
38.	Storybooks (<i>books with pictures <u>and</u> text, including those made by the teacher</i>) List:			
39.	Number of complete books in the room by language (see definition in manual for 'complete' books; count multiple copies of the same titles separately)	Books in Punjabi ☐ None ☐ 1-14 ☐ 15-24 ☐ 25+	Books in Urdu ☐ None ☐ 1-14 ☐ 15-24 ☐ 25+	Books in Siraki ☐ None ☐ 1-14 ☐ 15-24 ☐ 25+ Books in English ☐ None ☐ 1-14 ☐ 15-24 ☐ 25+

VII. FACILITIES AND SAFETY

40.	Drinking water ☐ Check if water source is functional today	1 No water available in school. Water, if present, is brought in by parents or staff.	2 Water available is: Unprotected dug well/spring, Rainwater, Surface water	3 Water available is: cart with small tank/drum, tanker truck, or protected spring.	4 Sanitary water source available is: piped water, public tap, protected dug well or bottled water.
	Piloting only: list the types of water sources you see				
41.	Handwashing facilities	1 No hand-washing station in school.	2 Shared basin or bucket (hand-washing is done in the water, water is not running or poured).	3 Hand poured water system with used water separate from water to clean hands but no soap	4 Running water or hand poured system and liquid soap are available.
42.	Handwashing practices	1 Children do not wash hands or only a few children wash hands (but may only use water).	2 Handwashing is sporadic (some do and some do not) and procedures are inconsistent.	3 More than half of children wash hands after toileting and most of those children wash with soap. The teacher supports handwashing.	4 All children wash hands with soap after toileting with a few (less than 5) lapses and there is a system or process in place for supporting hand washing (teacher

					supervises, encourages, it is part of routine, etc.).
43.	Toilet facilities	1	2	3	4
		No toilet facilities available (bush or field only).	Toilet facilities are pit latrines or buckets.	Toilet facilities are composting toilets.	Toilet facilities are flush or pour-flush toilets.
44.	Toilet conditions • <i>Toilets are clean</i> • <i>Toilets are separated by gender</i> • <i>Toilets are child-sized</i> • <i>Toilets have adequate supplies (e.g. lota)</i> <i>Piloting only: circle the conditions above that exist</i>	1	2	3	4
		No toilet facilities are present or no conditions are met.	One condition is met.	Two conditions are met.	Three or four conditions are met.
45.	Safety conditions • <i>Broken or uneven floors</i> • <i>Broken chairs</i> • <i>Sharp or rusting play materials</i> • <i>Leaking roof, holes in ceiling</i> • <i>Broken windows or doors</i> • <i>Inadequate natural lighting</i> • <i>Inadequate ventilation</i> • <i>Door which cannot be locked</i> • <i>Other conditions likely to cause</i>	1	2	3	4
		Five or more dangerous conditions exist on the school grounds or in the classroom	Three or four dangerous conditions exist on the school grounds or in the classroom	One or two dangerous conditions exist on the school grounds or in the classroom	No dangerous conditions exist on the school grounds or in the classroom

	<i>injury to children</i> • <i>Packed/stored objects on the school ground</i> • <i>Open pit/holes</i> • <i>Rocky/littered playgrounds</i> • <i>No boundary wall or fencing on school premises/school near main roads</i> Circle the conditions that exist and then code				
46.	Electricity	1	2	3	4
	Piloting only: Describe the electricity situation:	No electricity of any kind is available at the school	There is some type of electricity but it is available only sometimes (generator, solar panels with no consistent source)	There is a consistent form of electricity (e.g. from a public utility) but the electricity shuts off at least once during the observation.	A consistent form of electricity powers the school (e.g. public utility) and electricity is observed to be working throughout the observation.